THE JOURNAL OF EDUCATION

Volume 129 FEBRUARY, 1946 Number 2

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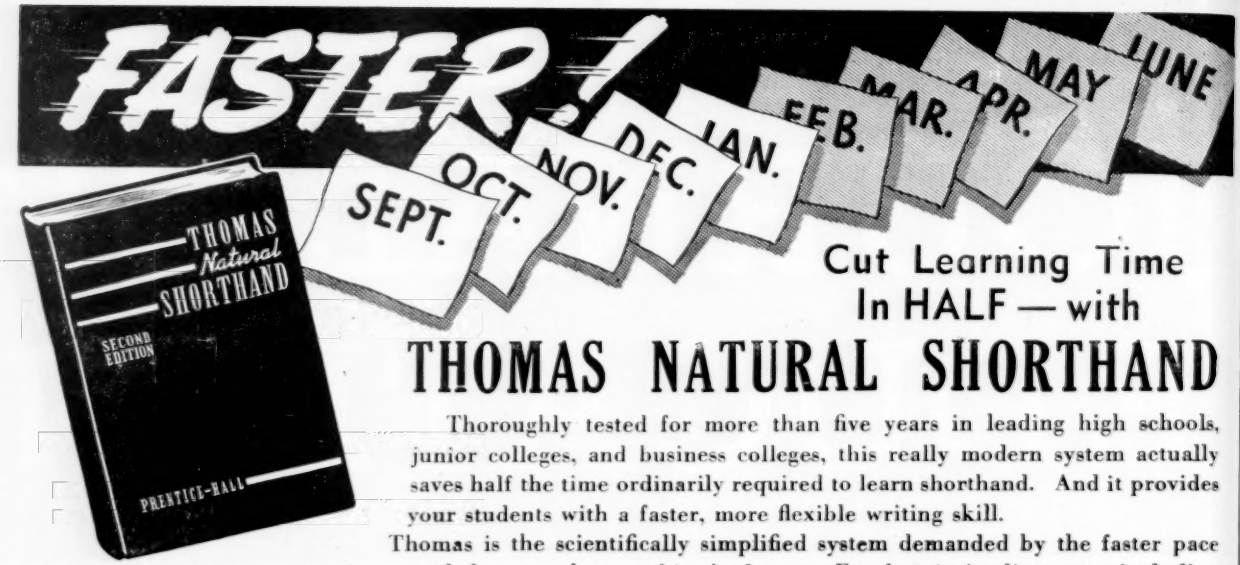

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MESSAGES
TO AMERICAN
SCHOOL TEACHERS
No. 13

To Declare Independence is Not Enough

THE MEN WHO SIGNED the immortal "Declaration" in 1776 did not suddenly arrive at the conclusions there set forth as a foreword to the free way of life. For years they had been *reading* and *thinking* about human needs and wants, and the ideals of independence proclaimed at Philadelphia were the blended product of their best mental efforts.

In their day we had no free education system, opening wide the doors to useful knowledge and moral guidance. Now, in every part of our land, even to the remotest hamlet, every American child is given an equal chance to learn; to become acquainted with the material facts on which men and women base their individual and group actions, and to cultivate habits of sound thought.

"One of the chief responsibilities of our public schools," says Burgin E. Dossett, State Commissioner of Education in Tennessee, "is to train the youth of America in independence of thinking, so that they will be able, both now and in later years, to sieve out the false from the true facts in all of their social, moral and spiritual relationships. When our boys and girls are so trained, and when they have accepted their personal responsibilities of citizenship, they will be better prepared to render service and to provide leadership in the maintenance of peace and security for America and the world.

"Those courses of study which will provide the type of training and instruction to prepare the youth of America to think independently, and to assume the responsibilities of citizenship, should be included in the curriculum of every school throughout the land.

"As an auxiliary aid to classroom instruction in the building of bedrock Americanism, the value of The Reader's Digest is very high. It serves as an excellent guide in leading young minds to understand and appreciate the principles, the benefits, and the responsibilities of our form of democracy."

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THE UNITED STATES IN THE WESTERN WORLD—Linking the whole Western Hemisphere in one closely related entity.

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as we go to press . . .

We are wondering if this is a well-rounded issue of your Journal. Being a February issue, it follows its long tradition of stressing *textbooks*. To a certain number of educators, this may seem old fashioned. So many new inventions have come along to aid instruction. No one will deny that projected pictures, radio broadcasts, and phonograph records can be used to advantage. But their use for educational ends is still experimental, the available materials quite uneven in value. The schools are aware of the fact that many of their pupils are textbook-shy and always will be. Yet when all is said and done, the textbook remains the No. 3 factor in the learning situation—the pupil and the teacher being the other two.

▼

So we make no apology for emphasizing, now as heretofore, the need for ample supplies of ably prepared, up-to-date textbooks in all schools.

This magazine consistently carries a good many advertisments of books and reading material for modern classrooms. We ask you to regard these advertisements as well worth watching. Our own reviews of textbooks increase the volume of textbook news the Journal brings you month after month.

▼

Right here we wish to thank the growing number of publishers whose cooperation enables us to keep our readers posted on the products of their authors, editorial rooms, and presses.

▼

As we check over the articles in the pages that follow, we are fairly reassured as to variety, readableness and worth. But go ahead and see for yourself. We ourselves are too close to the job of putting the parts together to judge. Perhaps you will write us your portion of the only verdict that counts—the verdict of our readers.

XUM

TEXTBOOK TOPICS AND REVIEWS

Adolescence and Youth

That the problem of guiding individuals across the bridge from childhood to maturity is quite as much psychological and sociological as physiological, is the underlying concept of the treatise called *Adolescence and Youth*. With thoroughness and exemplary organization, Dr. Paul H. Landis, the author, discusses the multitude of factors entering into that difficult period of transition and adjustment. The student or the interested reader may approach this volume without fear of being overwhelmed with incomprehensible sentences, or confronted with alleged solutions that would seldom work in practice. To perceive the facts is a first requisite in coping with any given situation. So from the essay of "Joan Rogers," a 17-year-old college sophomore, through chapter after chapter, the situation is unfolded, with frequent citing of cases and soholarly attention to details. A point is made of the differences in urban, town and rural environments in their respective influences and social patterns. Finally come the inevitable questions as to what the schools can do—questions that are treated with the fulness they deserve. Worthwhile books in this field are none too plentiful. This is one of them.

ADOLESCENCE AND YOUTH, Paul H. Landis. McGraw-Hill Book Co., New York. $3.75.

Young Voices

If you would trace the thoughts of teen-age Americans through the past two decades, examine the anthology titled *Young Voices*. In it are selected writings of high school students throughout that period—writings that won awards in competitions opened to them by the magazine Scholastic. The editors have grouped the pieces somewhat chronologically, naming the first group "Salad Days," the next "Lean Yearns," the third "Interval," the fourth and final one "Time of Conflict." In general the trend is from romance to realism, from imitative poetry to prose concerned with social, economic and political problems of an upset world. A gradual improvement in quality of workmanship may also be noted, yet may indicate no more than a growing popularity of yearly contests, attracting brighter minds and causing keener rivalry. Verse, fiction, essays, all are represented. In many places one detects the thoughts and sentiments of older minds. More often, however, the ideas are those born of observation by youth itself as it views the unfinished business of its elders. In the compositions of the war years, much stress is laid on social disparities and prejudices—the need for tolerance, understanding and a closer approach to fair treatment of minorities.

YOUNG VOICES, edited by Gould and Coyne. Harper and Brothers, New York. $3.00.

On the Way to Reading

Learning, it seems, is simpler and more likely to occur when the prospective learner is prepared for it. The primer was placed in front of the first reader to serve as a stepping stone. Then came the pre-primer to ease the child's act of mounting the stepping stone. And who can say that the latest bit of sidewalk leading toward the pre-primer is to be the last?

On the Way to Reading is what will naturally be called a workbook, though its work may pass for play if the teacher so regards it herself. Its approach to words is through pictures. It asks the beginner to recognize, to name, to see what things are alike, what things different; to sort colors and to apply colors. Gradually come the printed words. What words? Only the ones most commonly found in pre-primers, twenty-one of which have been examined and drawn upon. Yes, there is plenty of word repetition. And of course the words have to do with objects and persons close to the child's experience.

It's an alluring little number. We know a pre-pre-primarian who must have it tried on him. He is just on the verge of starting up the long trail of the First Reader. He has been read to, oh, such a lot. Perhaps this will be the first book to get him on his feet—off some one's lap. That's the worst of it.

ON THE WAY TO READING, Stone and Schvenck. Webster Publishing Co., St. Louis. $.44.

American Government, 1946

Ask your high school seniors whether they prefer their education hot or cold and they will answer "Hot." An example of a modern text that provides temptingly hot dishes, food right out of the oven, is Magruder's *American Government*. It appears in a new edition so punctually on the first of January each year you can almost set your calendar by it. Actually the Victory Edition of 1946 arrived on this reviewer's desk the last day of December.

The latest revision is a remarkable blending of those events and developments which have made the past year so crucial, with the underlying facts and principles to be found in any good civics text today or yesterday. The author has written an entirely new first chapter, picturing the imperative need for building an enduring peace in a world with atomic bombs hanging over it. From first to last, one constantly meets pertinent facts that could not have been written before 1945 had put its indelible mark on history. There are not only the victories in war, the forming of the UNO, the problems of occupation and re-education abroad, of international financing and relief, but scores of domestic situations for the student to think about.

Magruder's text, with its *Life*-like illustrations and close relationship with current issues affecting our democracy's fulfillment somehow quickens the pulse. It makes what has sometimes been a pretty dead subject come alive. Not merely a blueprint of a vast and complicated machine is shown, but the reason for every wheel and gear, and the how of making it operate.

AMERICAN GOVERNMENT, 1946, by Frank A. Magruder. Allyn and Bacon, Boston. $1.35.

Modified Activities In Physical Education

Coaches and teachers who are concerned about the problem of improving athletics for the handicapped child may find a solution in this little book with the long title—*Modified Activities in Physical Education*. The author,

Doreen Foote, offers an abundance of suggestions for making the "modified" program the envy of the "regulars." Gym periods for "resters" can be fun, Miss Foote maintains, and proceeds to outline games, tournaments and sports which, without being strenuous, should keep pupil interest high. How to help the uncoordinated child is discussed in a section on posture correction and rhythmic activities.

MODIFIED ACTIVITIES IN PHYSICAL EDUCATION, by Doreen Foote. Inor Publishing Company, New York. $2.00.

Moving Ahead

Aimed at increasing reading mastery at that crucial sixth grade level, *Moving Ahead* has just come off the Winston presses to complete the "Easy Growth in Reading" series. From the initial trip to a movie lot to the final visit to foreign lands, young readers are conducted on a tour that should keep their eyes wide open. We suspect that their journey through the World of Tomorrow will prove especially fascinating.

The poems and stories comprising this reader are linked by factual reading exercises, each designed to develop a specific skill. Maps, full color illustrations and much fine photography brighten the pages.

MOVING AHEAD, by Hildreth, Felton and others. John C. Winston Co., Philadelphia. $1.40.

Stories from the East and North

Run a triangle from Wisconsin to Maryland, from Maryland to Maine, then back to where you started. *Stories from the East and North* holds one story for each of the states within that triangle.

How to acquaint the children of one state with the children, the folkways and backgrounds of all the other states was the problem which is or will be answered with a trilogy of readers wearing the general title, *Children of the U. S. A.* First to appear is this volume of the Northeast. Stories from the Southeast and the West are yet to come.

Children figure prominently in each state's unit. They are courageous, responsible, alert, industrious children, for the most part. They do exciting things. They hear interesting stories from their elders about the history or traditions of the state. Cherry picking in Michigan, coal mining in West Virginia, ship building in Maine, the Charter Oak in Connecticut, a Fourth of July in Pennsylvania—all should help children to catch the flavor of some subdivision of a country which while one at heart, is forty-eight provincial prides and loyalties and cultures. The three-book project is a worthy one and well begun. The stories are apparently aimed at middle elementary years.

STORIES FROM THE EAST AND NORTH, compiled by Marion B. Cook. Silver Burdett Company, New York. $1.40.

My First Seatwork

Eighty pages of pictures to examine and things to do are contained in *My First Seat Work*, aimed at conducting the child to the vestibule of reading. Scenes as near to the first grader or kindergartner as home and friends and pets are shown and he is asked to name, compare and otherwise exercise his mind. There are pictures to color and pictures to cut out and fold into objects that can be carried home in triumph. All the while, without having to read of print, our hero, the child, is acquiring certain habits essential to reading, such as directing the eyes from left to right and so on down the page, anti-Japwise. Instructions for the teacher are printed on the covers, to save a manual. Exercises are so grouped that the directions given the class for one page will apply equally to the next three pages. The seat work provided in this Gates and Bartlett book, gives promise of supplying both interest and development, through experiences in well considered sequence.

MY FIRST SEATWORK, by Gates and Bartlett. The Macmillan Company, New York. $.48.

Education for Rural America

Perhaps the problems of rural education are fairly obvious. But they are well worth talking over—worth, that is, a conference. It was, in fact, from a conference on this subject, held at the University of Chicago summer before last, that the book called *Education for Rural America* resulted. It is a composite affair, written by many authors. But it is well coordinated and packed with excellent thinking. Problems that stand out are those of financial support, larger schools (for greater economy and better facilities), better administration, a more realistic curriculum, wider enrollment of adults in special programs and extension courses, closer cooperation of all agencies concerned

A Publisher's Criterion For Workbooks

We figure never to publish any accessory materials that won't help the teacher make his teaching more effective.

The first requirement for any accessory material is that it should help the student 'get' whatever he's studying, whether he's acquiring some basic understanding or building a skill, and to see how it links up with his own experiences, and so on. It should help him apply what he's been learning in school, after school, at home.

The second requirement is that it mustn't be a time-waster. It should be as nearly self-administering as possible so that no class time is spent on explanations of how to get ready to do an exercise or experiment. And it shouldn't be a headache for the teacher to check. If possible, it should be worked out so that a class can check its own work under teacher-direction.

Of course, there's a real place for the kind of exercise in which the student is not asked for 'the' answer, but for his reactions, ideas, etc. Such material shouldn't be corrected in the ordinary way but should be used as the basis for class discussion.

Just one more point. Any accessory material worth publishing must have substantial diagnostic value.

If a workbook is organized to show where the student is making headway and where he is off the track, it will make the development job easier and help the teacher do a better job of individualizing instruction. — *From Scott Foresman's "High School High Lights."*

with rural education. It is emphasized that many who get their schooling in the country will migrate to the city, especially as machines replace farm labor increasingly. Yet the rural school must not ignore the needs of its own community or the need for instruction in agriculture, conservation and other matters pertinent to farm life and the welfare of the nation. Concrete examples of voluntary organizations working for educational development of country youth are described and discussed. If you are a rural educator, you will want what this book has for clarifying your vision of the task ahead. Civic leaders in the big cities will also find new light in its chapters.

EDUCATION FOR RURAL AMERICA, by Floyd W. Reeves. University of Chicago Press. $2.50.

A Practical Reader For Adults

The second of two small readers for immigrants contains simple reading matter, with limited vocabulary. Each lesson deals with some experience the learner is sure to have. *A Practical Reader for Adults* should serve well the members of an evening class and help them get into the swing of things to an extent impossible without some knowledge of printed English.

A PRACTICAL READER FOR ADULTS, by Mason and O'Brien. D. C. Heath and Company, Boston.

Books to Strengthen Hemispheric Ties

BUENOS AIRES, ARGENTINA,—A profitable literary exchange between the Argentine and North American peoples might be built up by sending "gaucho" literature north and "cowboy" yarns south.

This opinion was expressed by Dr. Edward Larocque Tinker, who is on an extended visit to this country in the course of a trip, as he put it, "to create a Pan-American highway paved with books."

The United States State Department sent this American historian and writer to Buenos Aires to form a collection of the most representative Argentine books, engravings and drawings, which will be exhibited in the principal libraries and universities in the United States with the object of making the life and achievements of this country better known in the northern republic.

A Revolution in Educational Selling

One hot day in August, 1919, Frank Sherman came out of a little basement room in the Keene (New Hampshire) Normal School, and approached the writer.

"Cobb, are you a publisher or a salesman?" "Why?" said I. "Well, we are organizing an association of educational salesmen, and if you're not a salesman you're not a member."

I decided that I was a salesman, and was invited in to cuss and discuss with a dozen active, energetic, constructive men, who were determined to improve their lot — cooperation, with Frank as general organizer.

The active men of today in our group probably think they meet competition. Well, maybe; but they don't have their pants stolen, to delay them a half day, while a town's total book money for the year is being gathered in.

It was not uncommon in the early 1900's for a town to spend all its annual book budget within a week of town meeting, and fast workers played for high stakes.

Book exhibits at conventions were a scramble. This question of exhibits gave us the definite point to work on, one great reason for being. We could organize, appoint committees, and assure all legitimate exhibitors a chance for space. Also, hopefully, we might raise the standard of ethics in our trade. No one then, I am sure, even dreamed of a day, now come, when two salesmen, or even more, would cover a route together and congratulate each other on their good luck.

Our beginning was feeble and faltering as to numbers, but not so as to purpose. These men had guts, and courage brought its usual reward.

In those days the New England meeting was held in the State House. Outside the auditorium were two lobbies, with a grand echo. Salesmen greeted old friends from up state there in cheerful tones, and when a door opened Abbot and Costello voices flooded the room.

Vexed and perplexed, the school people asked our officers for help. Could we think of a way to stop this racket, and help get *their* members inside the auditorium? Lo, the thing was done. Our Association secured a good place at the Hotel Bellevue, where we could meet and entertain our school friends at lunch. The auditorium was left in peace,

At first the school men had some doubts about accepting this hospitality, but soon they saw it was entirely impersonal, open to all alike, and came in a body. Now it has become a feature of the occasion. "Meet me at the Salesmen's lunch," is a byword.

Convention problems have also largely been solved. If a member wishes exhibit space he has but to notify the committee in charge, and his fair share is reserved. No longer do men have to go early and grab what they can. Educational Exhibits at conventions have come into such general esteem that programs are planned so that teachers may have ample time to inspect them.

Bulletins which keep members in touch with professional events have grown in number and importance, and letters from Frank's files show how widely our influence has spread. Requests for bulletins, copies of vacation lists, and for general information regarding the Association come in from all parts of the country.

I am told by people who should know that our Association was the first, and is today the outstanding example of such an organization. The National Association of Exhibitors was patterned after ours, and encouraged to success by this example.

As his life and work moved toward its end Frank took increasing satisfaction in the Association he had served constantly during tweny-five years; his greatest contribution being made during his long term as Secretary-Treasurer.

The bulletins, the greatly increased service at convention periods, the cordial relations we had built up with the school world, all approached his ideal; but above all was his satisfaction in the quality of the men about him. Throughout the whole long list of members quality was tops, and service was their motto. Ask for news notes and they pour in. Bid for help in laying out a convention and the answer is yes. No job too big, no job too small. This was the cooperation, this was the pull-together he had visioned that hot August day twenty-five years ago.

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—which excludes all details that are not essential to an understanding of the sweep of history from early man through World War II

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Editorials

The Call of Audubon

City dwellers are so remote from the great out-of-doors as to forget quite easily their dependence on Nature and the cycles of events that must go on in Nature's workshop if human beings are to be fed and clothed, have wooden houses and furniture or even Christmas trees. Country dwellers, on the other hand, are sometimes too close to Nature to bother with an intelligent understanding of its processes and phenomena. Hence the desirability of more attention in schools, both in and out of cities, to Nature study and conservation.

The National Audubon Society of 1006 Fifth Ave., New York 28, N. Y., flings open the doors of two Nature centers, this coming Summer, to teachers and other persons wishing to learn at first hand about bird life, land and marine animals, their ways and habitats, and their relationship to man's own existence. A number of two-week outing periods have been arranged, and there is a choice between the Nature Camp at or near Medomak, Maine, and the Nature Center at Greenwich, Connecticut. Information may be had from the society's New York headquarters. It looks like an excellent chance to have a vacation without a mental vacuum; in fact, to excellent purpose. Unfortunately—or fortunately, depending on how you estimate values—no "credits" will be forthcoming from these experiences. Neither is there any guarantee that a grand new interest, good for a whole lifetime, will not result.

"Quite a Monster"

Everyone asks you, these days, "What do you think about the strike situation?"

The facts are obvious enough. Millions of organized workers in a dozen critical industries stand ready to obey the signals of their leaders to stay off the job unless their demands for increased wages are granted. The same sort of thing occurred after the first world war. But the labor forces were not then so thoroughly welded into powerful units. The CIO had not arrived. The right of collective bargaining had not been written into law. No one had heard of a "New Deal."

A business man recently summed matters up in a very few words. Said he: "They have reared quite a monster."

He meant, no doubt, that President Truman has inherited from his predecessor something too big for him to handle.

Whatever the cause or causes—and there are labor sympathizers who blame industrialists for creating the conditions that led to the growth of this "monster"—a way must be found to protect the public from stoppages of essential services.

Factfinding boards, with legal authority to subpoena evidence, and with provision for a cooling off period—these might help. But the true remedy is a better sense of fairness on both sides and also the outside.

Possession of great power, whether in the hands of management or of labor, imposes equally great responsibilities toward the public.

Exit Little Black Sambo

An organization in the United States that is bent on the improvement of inter-race relations is focussing its guns on the nursery tale of "Little Black Sambo." Out it will have to go—and properly.

The human skin, regardless of color, has a certain thinness. We may all be brothers under the skin, but if we start pricking the other fellow's integument, we get a reaction that is far from brotherly.

There may be some Americans who still believe the Japanese would not have gone to war with us if we had refrained from calling them "Japs." Actually the use of that nickname in the daily press was reduced to a minimum at one time by efforts of good will organizations.

We learn from homecoming service men that our very allies and cousins, the English, are both amusing and annoying; that their attempts to imitate American speech are preposterous; that they are easily irritated, quite set in their ways, and—oh, lots of things we have heard a thousand times before. No doubt all of us have some blood relatives with whom we live more happily when they are at a distance. Again, we may need only to know the English and a lot of other peoples more intimately and less superficially to like them better.

Thus far, about the only group that raises no

protest over jokes at its expense, is that from Scotland. You can say anything at a Scotsman's expense, if it's only saying it you do.

Who's Sick Today?

It is thrilling to read about the discoveries in medical science, the continual gains in the battle with disease. But when Miss Greenaway calls the roll of her class this wintry morning, she may have quite as large a percentage of absences due to illness as her Aunt Mary used to record in a similar class register thirty years ago. This is not because all children with colds are kept at home now, either. We have our school nurses and school doctors. Teachers themselves are better informed on detecting symptoms of an incipient ailment. Parents and others who prepare school lunches know more about balanced diets. Millions of vitamin tablets and capsules are being swallowed. Yet there are those empty seats. They mean lessons missed, and never to be made up completely. But they also mean, in many instances, that habits of ill health are being formed or that bodies are being weakened for early breakdowns. What's to be done?

A pamphlet on "*School Health Policies,*" published by Health Education Council, (New York), suggests the forming of Health Councils in all the larger schools—councils on which the medical profession as well as the schools would be represented. Such a plan might indeed contribute a great deal toward meeting the special health problems of the school community.

But those who view the school council as just another committee, can possibly accomplish a good deal in other ways. The pamphlet already referred to contains many excellent suggestions. The quarter that it costs to own a copy won't be wasted.

Textbook As Barometer and More

The textbook is a fairly reliable barometer of education. Possibly not at the moment, as the textbook industry is in the throes of reconversion and the impact of the war is not yet fully removed. But assuredly over a period of years the trends in teaching faithfully register themselves in the books provided for the classroom.

Thus judged, the advance is evident in two respects. First there is greater attention to easy gradation. The pupil takes one short step at a time. There are no leaps and bounds. Progress is more surefooted, less fraught with perils. There are fewer drop-outs along the road. Whether the brighter students are bored for want of bold adventure, depends on those starred portions of the texts—starred for star pupils —and what use is made of them.

The second tendency shown by education's barometer, is toward livelier motivation. Here considerable ingenuity is exercised by authors, editors and publishers. The pupil must be made to feel that the subject has to do with him, his everyday interest here and now, not merely in the far off future somewhere. The subject must be made fascinating, if possible. This is one reason for the increased use of illustrations, color, attractive covers, a less formal style of writing. Teachers may be overdoing motivation, to the weakening of that will to conquer which can still be appealed to in some boys and girls.

The textbook seldom anticipates or creates a demand. But it is quick to sense and meet one. It makes the practices of superior teachers speedily available to all the schools. Thus the barometer is much more than a barometer. It is an effective tool and standard, a time saver, and an indispensable aid to learning.

Discipline

For a matter that has had centuries of attention by billions of parents and teachers, without commensurate results, Discipline takes the prize.

The military type of discipline has been tried in homes and schools until thoroughly condemned by experts who grudgingly admit, it may still be useful to army camps and ships of war. Lately, however, there have been many indications that it doesn't fill the bill even there. Commissioned officers, graduates in discipline, not infrequently make fools of themselves with drink and women and the operation of rackets. Officers and enlisted men alike have virtually mutinied in protests against being kept in service.

Parents who exercise the best wisdom they possess in dealing with their children, sometimes succeed in developing well disciplined sons and daughters, but often are humiliated by the discovery of one or more black sheep in the flock they have tried so hard to keep white.

Schools undertake to give practice in self-discipline. Can any one claim that the outcomes are dependable and even?

Old theories of disciplining the mind by forced application to difficult tasks, have been generally discarded in favor of softer pedagogy. It seems there is so much one needs to learn about one's present environment as to leave no time for intellectual cliff-climbing. We are told, too, that discipline acquired in one department of life doesn't carry over into another. We measure and we argue, but who knows?

The one thing we do know is that discipline, both moral and mental, is sorely needed in this upset world—this world balanced on an edge of time, easy to push over.

SHOREWOOD'S ASSEMBLY TRAINING CLASS

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AN elective senior speech group known as the *Assembly Training Class* assumes full responsibility for every program given in our all-school assemblies. During the year they become script writers, directors, producers, actors, advertising agents, and diplomats. They are the fifth class in our high school to undertake this challenging assignment, and our belief in our experiment prompts us to tell you about it, for you too may have assembly problems. Our course is not a series of lecture capsules; it is a living test of democracy. We work together, trial and error, learning by our mistakes.

Since we are a suburban high school with an excellent free Sunday lecture program in our own school auditorium, and since our students have access to some of the best in music, drama, and art through our down town theaters and museum, lyceum talent did not seem especially necessary for our all-school programs. It was evident that all-student assemblies were in demand, and the problem was to supply that demand.

Our first plan of having each teacher responsible for one assembly produced uneven results and frequent complaints.

As an alternative, I was given permission to organize a special section of my senior speech and which was to be called the Assembly Training Class. From the office I obtained the list of students who had signed up for senior speech for the following semester. I checked the names of recognized leaders about school, choosing people of widely differing interests. It was easy to get a representative from the band, the orchestra, the choir, the football squad, the basketball team, the Ripples (our school paper), the Dramatic Club, the Copperdome (our school yearbook), the Science Club, the Camera Club, and Social Chairmen. These students were contacted personally and asked if they would like to join an experimental speech class section, the purpose of which would be to learn if students could plan, manage, train, and completely control their assemblies. They were more than willing.

Since they had previously enrolled for speech, we encountered no program conflicts. So, on September 3, 1939, twenty-five seniors embarked on an experiment which has grown into a tradition of stature in our school. The rest of the story can be told by three members of last year's class.

HOW WE OPERATE

At the beginning of each semester we elect a chairman, two secretaries, publicity and executive, and a librarian. Mrs. Charlton, our instructor, sits as a member of the class while the chairman carries on the business at hand. Of course, Mrs. Charlton takes an active part in the discussions and is, in reality, the guiding light of the class.

Our secretaries lead busy lives. The publicity secretary writes all notices which inform the school of approaching assemblies. These notices serve very definite purposes, giving facts concerning who is presenting the assembly and its nature, and anticipating audience reactions and trying to counteract undesirable ones.

The executive secretary checks the list of those to be excused from classes to take part in a rehearsal or assembly. She sees that these lists are placed in the notices to inform teachers.

The class librarian is in charge of the assembly files, our treasure house of information. In these are kept the evaluations of each assembly given. They contain complete records of each production and reference material such as poems, radio programs, unused assembly scripts, etc. This information proves invaluable as a guide in avoiding assemblies of the same type.

The student chairman in our class does more than lead discussions. His big job is to coordinate the class and see that all assignments are being done. The chairman has to realize the important parts of each assembly and concentrate on them. He must be able to have several committees working on different projects and yet keep the class a unit. He assigns committees to each assembly and it is his responsibility to see that their work progresses satisfactorily.

We feel that the secret of our successfully turning out so much work is our use of the committee system. We assign a specific task to a definite group who may at any time ask the class for help. During very busy times the class divides into these committees to complete various group jobs. For example, during a week just previous to the writing of this article,

the class was working on five different assemblies. One member, well known for his creative ability, was writing a narrative poem to be used as an explanatory accompaniment during a modern dance given in the assembly of the Dance Club. A committee of three was starting from scratch to write an assembly which would explain the work of the RIPPLES, our school paper, and introduce the staff for next year. Another committee was planning an assembly to honor the members of the National Honor Society and to present community awards to outstanding members of the student body. The assembly for that week was a preview of our annual all-school Music Festival. Several musically-inclined students wrote jingles to be sung to the tunes of recent radio advertisements, and these ditties were used as continuity and advertising between the numbers on the program. A committee writing the Senior Class Day assembly presented some of their ideas to the class and received additional material from it.

The acid tests of the committee system were the times during the year when our class was called upon to produce an assembly in short order. Twice we wrote, directed, and put on an assembly within four days. The first was an assembly to interest the students in the current paper drive. The second program brought the purpose of the "Don't Buy Another Depression" week down to student level. The routine was very much the same in each case. A class discussion took place to gather ideas and suggestions; then a committee drafted a script which they presented to the class for constructive criticisms. Corrections made, the class helped cast and rehearsals began immediately.

The first time we did an assembly successfully on such short notice, we said it might be luck. The second time we knew it was more than luck. We knew it was the way the class refused to say, "We can't do it!"

We soon learned that the work of the director needed careful outlining and organizing, so we listed things our directors should do. This list included such things as: Check and mark scripts for stage directions, set rehearsal schedule, and inspire cast with right attitude toward their assembly. The director goes through a very hectic period just before the assembly and this list of his responsibilities has proved of inestimable value in preventing detail slip-ups.

One of the director's most important jobs is to confer with members of our sister class, the Production group, and iron out any difficulties. The Production class is the "stage crew" for our assemblies; the technical end is in their hands. The best assemblies are those given when the two classes understand each other's ideas. To achieve this, the stage manager and the director have a conference. They discuss light cues, special effects, properties, sets,—anything that is connected with their respective jobs. At rehearsals the director and stage manager work together to unite the technical and speech ends of the assembly.

THE FOLLOW UP

The actual presentation of the assembly does not mark the completion of our job. The day after the assembly we carry on an informal discussion of the program to see how well our main objectives were accomplished. This evaluation is by no means a pat on the back. We say "thumbs down" on such generalized comments as, "I enjoyed the assembly."

After analysing just what the basic goals of every assembly are, classes in the past have decided that the three really important and most inclusive purposes of such an all-school program are to educate, to inspire, and to entertain. Our evaluation of the program must show whether our three golden purposes were, or were not, accomplished. During the discussion, the director of the assembly or some committe member takes notes on all the comments and suggestions made. This evaluation with other information comprises a booklet whose length has prompted us to dub it our "master thesis."

Each spring a tentative assembly schedule is prepared for the ensuing year. This insures each school activity a chance to present one program. Many different types of assemblies are given — everything from amateur shows to an Armistice Day program. An attempt is made to keep programs of a similar type well scattered. For example, the music department presented the Community Sing assembly in October; the Mixed Chorus pre-viewed its operetta at the end of November; the orchestra gave its concert in the middle of January; and the band presented its program in February.

WHAT WE TAKE WITH US

We can glance back into our files and see what we as a class have done toward producing the thirty-seven assemblies of this year. We wrote and directed fourteen complete scripts, furnished continuity or narrative for eleven scripts to act as a unifying factor for the seperate numbers in a program, and made up three advertising stunts.

These are the things we, as a class accomplished, but what are we taking with us?

Practically speaking, we as students in what is really a speech-English class, have a right to take with us a growth, both in speech and writing techniques, and in appreciation of good literature.

Most educators agree that high school is a matter of building attitudes, establishing a sense of responsibility, developing the prin-

ciples of democracy, and learning to work together. In our class, we see in each other a real growth in these fields. Certainly we must accept responsibility, knowing from the start that no one will remind us to carry our task through. We know always our importance in the scheme, but against the bigger pattern of school life we feel our unimportance.

So it seems that we also take with us many intangible values. We have respect for the ideas of one another. We work as a unit toward a common goal, and we accept democracy as a personal responsibility rather than a personal privilege, and last of all, we have learned that work can be a source of pleasure as well as of satisfaction.

ILLUSTRATIONS IN ARITHMETIC

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A TEXTBOOK in arithmetic published three or four decades ago is very dull and uninteresting compared with most modern arithmetic texts. This change has been due to a decided improvement in format, typography, and illustrations. Well-chosen pictures and illustrations add to the interest of a subject—note the wide circulation of such magazines as *Life*, *Look*, and *Pic*.

The kinds of illustrations found in arithmetic textbooks may be classified under three different groups, i.e., *decorative*, *associative*, and *functional*. Line drawings of plane and solid figures, such as triangles and prisms, are not considered in this article.

Decorative illustrations may be either artistic or, for composing room purposes, compositional. Usually, decorative illustrations are of the "filler" type. The artistic type is usually well colored and forcibly strikes anyone who makes a cursory and superficial examination of the text. The compositional type of illustration is used as a filler to complete a page which may be short of copy.

Most of the illustrations in arithmetic textbooks may be classified in the associative category. The illustrations in this group are usually associated with some part of the context. Thus, if the copy treats of commercial interest, a picture of a savings bank is given. There is usually no direct question in the copy to cause the pupil or the teacher to study the picture. Doubtless, the pupil derives a certain amount of satisfaction from studying the illustration, (especially when well drawn or reproduced, which study may lead to a renewed interest in the subject).

The third type of illustration is designated as functional. The word "functional" itself suggests that the use which the illustration performs is the basis for classification. A functional illustration may be either static or dynamic. It is static when it possesses possibilities for an effective visual aid but these possibilities are not utilized by the author of the text or by the teacher of the class. A map, chart, or picture may contain vital data for problems but these facts are also given in the verbal problems. Thus another arithmetic text shows a picture illustrating pressure at various altitudes. It shows that at each 18,000-foot level the pressure is halved. The problems which follow the picture give in verbal form the data which are given visually and graphically.

The step from a static to a dynamic illustration is bridged by the use made of the picture. The author or the teacher should span this gap. In case of the atmospheric pressure, such questions as follows are pertinent: "What altitudes are shown on the map or graph? What is the atmospheric pressure at sea level? At 18,000 feet? At 36,000 feet? Does the amount of atmospheric pressure decrease the same number of units of pressure for each 18,000 feet of altitude?" These and similar questions may be answered only by reference to the illustration.

The reader should remember that the function of pictures and other illustrations in textbooks is primarily to enable the pupil to form concepts and acquire information through visual aids rather than from the printed page. A picture showing quantitative relationships should be studied just as diligently as verbal problems. If the cut shows a store scene, and the costs of some of the merchandise are shown, a comparison should be made of those costs with current costs. The pupils should make problems from the material given in the picture.

Recent observation of a class in arithmetic showed how the teacher made effective use of pictures to vitalize number work. The lesson occured a few months after the spectacular advent of the new giant bomber, B-29. The picture showed a comparison of the Flying Fortress, B-17, with the B-29. From an analysis of the pictures the pupils compared the relative wingspans and the lengths of the two

airplanes. The teacher then had the group estimate along the outer side of the school building, the point from the edge of the building that was the same distance as the wing-span. Then the pupils were asked to guess a distance along the sidewalk equal to the lengths of these airplanes. Next, they measured the actual distances with a yardstick. In this way, the pupils gained real experiences and meanings in measurement.

Besides knowing how to use illustrations and pictures in an arithmetic lesson, the teacher must know how to appraise their worth in a textbook. Every teacher and supervisor who has anything to do with the selection of a textbook should develop a critical attitude in regard to illustrations. The teacher should examine a book carefully to see if the illlustrations are predominantly decorative, associative or functional.

The pupil is fortunate who uses a textbook which has most of its illustrations of the functional type. In this case, the copy and the illustrations are interwoven. The picture has to be made specifically for the copy. A spare cut in the composing room cannot be shunted into the copy for decorative purposes. Furthermore, the problems deal with a related theme or topic and are not merely verbal statements used to test a pupil's reading ability instead of providing experiences for growth in quantitative thinking. When the teacher knows how to appraise illustrations in arithmetic, she has made a great stride in visualization and vitalization of number.

WILL FAST TRAVEL AID WORLD HARMONY?

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NO half-truth is today being more vigorously emphasized than the idea that new and speedier means of transportation will bring about greater international understanding and goodwill. Because London is only an overnight trip from Boston or New York, because one can fly from the United States to any place on the earth in fifty-five hours or less, because there will be established more and more globe-circling air lines, we are told, the people of the various countries will become better acquainted with one another, will become friendlier, will learn to live together in that eternal brotherhood of peace and harmony for which we all hope.

The world would be fortunate indeed if such a desirable outcome could be so easily achieved. It seems to me, however, that in this reasoning there are two fallacies which in turn suggest that the goal of international understanding will still require great effort, especially on the part of teachers.

Tucked into almost every discussion of the rapid travel of the future is the observation, variously worded, that the cost will be no greater than for first class steamer and train accommodations before the war. At first glance, this may seem to assure the availability of air transportation to all; more mature reflection, however, reminds one that first class steamer travel was beyond the financial reach of all but a comparatively small minority of the people. Even though it seemed at times during the 'twenties and 'thirties that "everyone" was going abroad, the truth was that such a journey was completely out of the question even for most Americans, not to mention the inhabitants of other countries in which the general standard of living and average income were lower.

If that was true of the older methods of travel, it will be equally true for the airlines. Unless some great reduction can be made in the costs or some remarkable increase in individual incomes, the average person with a small salary or limited wages will be totally unable to travel by the new means. For him the world will be just as huge as it always has been; countries such as India or China or even England and France will seem as distant, as foreign, as they always have seemed; peoples of other lands will be seen through the prejudices and misconceptions which have been handed down from past generations. Since it is these average everyday people who will have most of the votes in the democracies and who will fill the armies of the dictators of the future, the faster means of transportation and the apparent shrinking of distances will not result in greater international understanding unless the few who can travel and study are able to convey to the many who cannot a true and deep comprehension of the countries they have visited.

It is just at this point that the second fallacy enters. The mere fact that a citizen of one country travels in another land does not guarantee that he will be capable either of understanding the strange country himself or of interpreting

it correctly and accurately to his fellow countrymen when he gets home. He may, indeed, return with his own prejudices and hatreds strengthened and with a trail of ill will toward him and his country to mark his journey among other peoples. Such, indeed, was often the result of the widespread travel which took place between the first and second World Wars. Some Americans especially were accused of developing hostility toward the United States by the arrogant way in which they flaunted their wealth in the faces of Europeans impoverished by the war, or by the supercilious manner in which they condescended to contemplate the cherished artistic or historical monuments of other lands. Such people moved about and they saw, but they did not understand what they saw and they did not improve relations between countries. Experience has clearly shown that travel does not necessarily increase international understanding.

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The fact is that improved means of transportation can promote international goodwill only if those who can travel to other countries are sufficiently and properly prepared so that they can understand what they see and can make others understand it, too. It is a truism that in travel, as in anything else, a person can get only what he puts in, and that those who go unprepared, relying on what they can learn as they go along, are likely to bring comparatively little back. Certainly a person visiting another country should know before he gets to it the essential facts and movements of its history, should have some information about its artistic and cultural achievements, should be informed concerning the geographical and social conditions under which its people live. Most important of all, however, he should have an attitude which will enable him to see open-mindedly, to appreciate genuinely, to interpret sympathetically and with full understanding.

To a certain extent this desirable preparation can and should be made just before the trip. Many people do it and always have done it for themselves. For a year or more before each journey their spare time has been given to maps, guide books, travel books, and interpretative explanations. For others, and even for some of these, it might be desirable to have the government furnish booklets of information and explanations, as it did for the men in service, or even to conduct short courses for those about to go abroad.

Such devices would do a great deal of good; yet at best they would only be superficial. They could only add to the mental equipment of the traveler; they could not provide his basic understandings and attitudes. These would be already formed, developed during the person's childhood and youth, created during his years in school.

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It is at this point that the school's part in the creation of international goodwill becomes apparent. By every direct means at their disposal, teachers must continue to give, as clearly as possible, full and accurate conceptions of other countries. This means that teachers themselves, through travel as extensive as their limited salaries permit, through wide reading and study when they cannot travel, should be as informed as possible about other countries. It implies, too, that in geography and history lessons, in stories and poems about other lands, in all the other subjects and occasions which provide opportunity for mention of other nations, care will be taken to make sure that the mental pictures given are accurate and up-to-date. It indicates that, as students become able to develop such an understanding, a sense of perspective and proportion should be created, so that comprehension of another country can be made by the pupil in the light of the past in that country and the rest of the world and in the light of the present in the rest of the world. It suggests that in the higher levels of education, and especially in colleges, the so-called cultural subjects must be given their proper places in the curriculum. Finally, it urges that teachers never cease in their efforts to master the techniques by which one person can establish in another true understanding of another country.

Teachers can also help, indirectly, by developing right attitudes. Without these, the understandings and appreciations may be ineffective. If, on the other hand, pupils can be led to want to find out about other countries, to understand and appreciate the information they obtain, to ascertain the causes of differing conditions and opinions and attitudes in other nations, to do their parts toward creating better relations among countries, not only will the work done in school be of great value, but the pupils will be able and willing to continue it after their formal school attendance ceases. In this, too, it is important that the teacher himself have the right attitude toward other countries.

In these ways the schools can give all their pupils such a basic preparation for travel that, no matter which of them are able to go abroad, those who go to other countries will be able to understand what they see and will be able to interpret it ably, truthfully, and accurately to those who have to stay home. When that is true, when all teachers in every country are doing their part to make it true, then only can anyone say with complete accuracy that the new, speedy means of transportation will insure international goodwill.

LIKE TEACHER, LIKE PUPIL

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THE NATURE of boys and girls is such that they are very likely to regard the teacher as a finished product of his subject. As a person who makes his living from the course he teaches, the instructor is looked upon somewhat as a walking testimonial, and the impressions his appearance and behavior create are associated with mathematics, literature or science as the case may be.

"Will I be like Mr. A if I study economics?"

"I wonder if Latin made Miss X the way she is?"

Although it may be embarrassing to realize that one's students engage in such speculations, the knowledge should have a healthy effect upon the quality of one's teaching if it is taken seriously, for it involves the fundamental question of whether the teacher has gotten any benefits other than textbook knowledge from his subject areas of specialization. Has intensive study in the subject liberalized the teacher's attitudes, broadened his tolerance and understanding, created active interests in exploring it further, shown its relation to other subjects and convinced the teacher that it can make significant contributions to the youths who now begin to explore it; in short, is the teacher really any different because he has studied this subject? An excellent way to approach the daily class is to ask: What can I bring these boys and girls to show them what my subject has done for me?

Similarly, it is to be expected that any normal group of students will include a number who will more or less unconsciously accept the teacher as a model. Boys and girls tend to pattern their behavior according to the example set by the teacher, just as they acquire the characteristics of their parents. Outstanding or unique mannerisms, gestures, and set phrases which characterize the teacher are exceedingly likely to re-appear in the behavior of his students, perhaps to result in as much education for the former as for the latter. Habitual responses which have developed gradually and unconsciously are often recognized as personal characteristics only when they come back to us endlessly from the members of our classes. The teacher may be unaware that most of his remarks begin with "Well,—" and are punctuated with "uh-er", or that he prefaces the majority of his explanations with the phrase "In other words," even when it is inappropriate. He may not realize that he is trying to express a variety of important concepts with a single wave of the hand or shrug of the shoulders. Probably students will not realize it either, for few of them analyze the teacher's behavior, but they will not fail to imitate it. Watch one of your students the next time he comes to the front of the room to address the class, or when he speaks to the student body in an assembly program. From whom did he get his behavior patterns for such occasions?

Even more important are the psychological factors which govern emotional behavior, for these too are copied by students. They are equally able to shout with the teachers in mutual exitement or consider a question calmly and rationally upon its merits. How significant it is that students shriek back at the teacher who shrieks at them, that they fidget with the teacher in one class and work away quietly in another, that every social question becomes a personal issue in one class and a group problem in another.

The teacher who accepts short answers to his questions soon gets replies consisting of one word or a short phrase, while one who welcomes fuller expressions of opinion molds the pattern of response for his class in this direction. It is an exceptional student who explores a problem more deeply than does the teacher.

Occasionally it is necessary for a teacher to replace another in the middle of the semester; how revealing are the actions of the students, and how much the new teacher learns of the personality of his predecessor as it re-appears in the attitudes and behavior of the pupils! Characteristic personal traits, standards for work done outside class, the nature and extent of student participation, even the teacher's theories of interest and discipline, all of these are reflected when the successor appears in the classroom.

The tendency to imitate the instructor should not be deplored. It is an entirely normal and healthy reaction to which teachers are also subject. Most of us will realize upon reflection that some of our own reaction patterns represent the influence of other persons we have known. Rightly viewed, the teacher's personal influence is a strong and effective factor in building a desirable social environment in the classroom. Stu-

dents will adapt to standards of alert posture, clear and accurate discussion, social tolerance, objective thinking and thorough scholarship as readily as they imitate less desirable examples. Recognition of the social significance of imitation is the point of departure from which the teacher can improve his own standards and indirectly the standards of his students. Imitation is a powerful educational ally for those who are aware of its importance and make provision for it in their planning.

LONELY TEACHERS

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THERE are thousands of lonely teachers in the small towns of America, the kind who once considered themselves not so much as teachers of the young, not exactly as reformers, but as persons set apart to raise indirectly the level of the community. To do this was to be but a matter of time, they once thought, and if now and then they were encouraged by perceptible improvement, they were willing to toil long. Such high hopes are now gone, but they go on teaching, giving their best. Young ministers of my acquaintance never hope to accomplish as much as the many teachers I have met, for the minister has been taught never to expect too much, perhaps because of the doctrine of original sin. The beginning teacher is generally as feverish as a crusader, surrounded as he is by visionary youth, who are apparently so much better than their elders that the renaissance seems just around the corner. Though the picture be black at times, there is always at least one youth, hopeful, courageous, full of destiny, one new disciple, whose presence assures us at last that the vulgarities inevitably in time will go. Teachers are ever going to do much. And then comes resignation and loneliness.

But before they retreat into themselves, they first make a brave effort to identify themselves with the life of town. Their very education has severed them from the values of the community, and they are ever haunted by the fact that though both they and the parents are partners in rearing the young, they themselves are deep-seatedly at odds with parents over aims and goals.

They can hardly avoid the country club and are always uneasy there amid those who measure importance by the size of the income tax and by the power one can wield; even the college club does not help much, for the professional men have spent so much time at college on their specialty and so many waking hours grinding at their work that their tolerance and perspective are no greater than that of the plumbers, mechanics, and truck drivers they condescend to. Teachers are uneasy every Saturday night when the club bar glitters with "success", conscious of the cleavage between the antics of the fathers and the dreams of the sons.

Such a teacher thinks of one of his dead pupils lying far away on an island clear around the world, a son of one of these very fathers who still go on believing all the slogans that caused two wars, and who in spite of their own medals for physical courage in the first conflict lack the spiritual courage to repel the pressure of a politician of their own social group. And now the son lies out there, known better by the teacher than by his own father, for the parent never talked ideas, for which the boy was so hungry, but only about "getting along". Yet the boy was all vision, and promise, and hope, and once he said to his teachers, "Today, I drank from the same water bucket with a negro. I can't tell you what came over me. All at once all prejudice was gone forever. I worked like fury all day in gladness." In this way he died. The father, though full of grief, has not changed and wants all negroes in their place, that is, in those hovels by the swamp.

Such teachers are just as lonely at the service club, where year after year not a current issue is intelligently discussed, and when teachers sketch in a plan in the realm of the spirit beyond boys' camps and tonsils, the board of directors buries it, because the plan would take a little more trouble than a donation.

The Women's Club asks the teacher to review "The Robe" and to provide a ready formula for reviewing a book to apply between bridge hands on Tuesdays. These women are sincere and you like them but they have a Volstead view of life, and want their literature pure and self-contained. How they love, tigerishly love, their children—almost to insanity, a form of idolatry that permits almost any selfishness in the name of motherly love. When will they see that this blind selfishness for their own has as much to do with war as have the munition makers?

At night, as the teacher continues down the business street where all the signs and labels compete for his special attention, he pic-

tures himself and his thirty pupils in opposition to this apotheosis of business. How could a teacher teach in a town that has for its slogan "What Chester Makes Makes Chester". He should like to talk these crude appeals over with parents to see whether they really do believe in them, whether these are what parents want their children to live by; but everybody is too busy. It is lonely, this teaching, to the teacher who really cares—none to talk it over with, none to know your aims, none to know that, impatient with the classroom, you take their children aside, now and then, and drop a seed about a different world, a better world, and you feel like a sneak, for parents are afraid of innovations that might change things—as-they-are, which must be all right because they keep you in a job, a car, and at a round of golf—if there isn't a ten-year depression.

When such teachers eagerly take a Sunday School class, which is expected of them, they are soon aware that the Men's Bible Class is not as frank and eager about ideas as their children in the classroom, and that the bonds, wages, monopolies, race, and sovereignty have no place in a church concerned with figs, thistles, lambs, and Israelites. To a complaint against his "advanced" thinking, such a teacher may reply, "Why, Lincoln said it too;" to which the minister, anxious for harmony, will say, "*He* was Lincoln; he could get away with it." The teacher, thinking of the assassination, recalls that Lincoln really didn't get away with it. "But Fosdick said it too," the young teacher may say when Lincoln couldn't save the argument, but he is soon silenced with this observation: "He's in New York—among lots of foreigners. That won't go down here."

In local politics he realizes that beliefs are as nothing in nominations or elections, and that there are so many by-partisan boards and committees that one can be a worker for either party, however the political wind blows. The important thing is not the label Republican or Democrat but being a party worker, among whom, in or out, win or lose, there is great fraternization.

Little by little the teacher withdraws, first retreating into the class room, with the hope that here the leaven can best work among the unspoiled young; and then, turning inward, he loses himself in the great minds of the past for consolation.

There are, however, a few rare souls that he ferrets out—an unprepossessing mechanic who really enjoys good music and with whom he can exchange a Beethoven quartet; a ne'er-do-well on a back street who reads Charles Beard; but the teacher is now declasse, going with social inferiors; and gradually missing the country club dances, the mornings with the Bible class, the book reviews, and the bridge cliques, he finds himself alone, with but several homes where he can drop in and be at ease while pursuing a question fearlessly wherever truth would have it lead; where an innocent remark won't be repeated about town as atheism or subversive thought.

The more intense the teacher's love of country the deeper his loneliness; he feels unnaturalized, even like a traitor, when trying to bring enlargement of mind to pupils saturated with a materialism that is revered from legion to church as the American way; and yet on the outside he must maintain a conformity for the sake of safety and for keeping himself in the classroom, until he seems dishonest and insidious; this dualism can mean only unhappiness and loneliness—a loneliness that sets him to walking at evening, past the house with the pulled down blinds where the boys of Lyons are drinking

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beer and playing poker; and a thought of lonely Keats addressing his "steadfast star" comes to mind or maybe a line from the exiled Dante consigning his foes to Hades; there were other lonely men in the world—teachers, they were, in the broad sense—and he can stand it too.

TEXTBOOKS ACCEPT POST-WAR CHALLENGE

LLOYD W. KING
Executive Secretary
American Textbook Publishers Institute

WE ARE now a part of the post-war world—that period we talked about and dreamed about during the prosecution of the war. We dreamed great dreams for education then, but dreams are realized through specifics. This article has to do with a specific—the role of the textbook in the education of the post-war period.

In discussions of educational programs, relatively little is heard about the role of textbooks; yet the child, the teacher, and the book have been the fundamental factors in education during these many years.

The textbook has always been considered the greatest single factor in education to aid the teacher. The nostalgic tribute of Henry Ford to the textbooks of his youth emphasizes the fact that lay people believe the textbook is an essential tool of learning. The safeguards with reference to the contents of textbooks which have been set up by the several states are further evidence of this belief.

That books are basic to a school program is being demonstrated now in various countries in Europe. The restoration of schools in these countries is necessarily in terms of essentials. The children are grouped. Acceptable teachers are secured and the call goes out for books. The importance of the contents of the books is shown by the care that is exercised to see that undesirable material is eliminated and desirable material included.

Perhaps the reason why we have heard little about the textbook in the discussion of the educational program of the future is that teachers, administrators, and the general public have taken for granted that books are integral parts of whatever program evolves.

Books, work exercises, study outlines and other printed teaching materials with adequate reference facilities are the most economical tools of teaching that are available at the present time.

There is no runaway market in textbooks because competition has kept the cost down. The textbook industry is small, amounting at the present time to about a $45,000,000 business in the secondary and elementary schools, a volume which does not equal the annual business of many manufacturers of small gadgets of one kind and another. Though small, the industry is a highly specialized one and has produced for the United States the best textbooks in the world. It is interesting to note that they are built and sold on a competitive market within a framework of laws that prescribe rigorously the practices of publishers.

The liberal use of books is a sound policy from every educational standpoint. It is difficult to understand why they are supplied so inadequately in many school systems. In New York City, the expenditures for books have declined to an extremely low figure, much below that for the country as a whole. The recent recommendation of New York school authorities that the amount expended for textbooks should be increased four times is encouraging and shows a recognition of the seriousness of the situation.

Textbooks at present represent a very small part of America's educational expense. During a period when expenditures for schools are increased, expenditures for books for schools are not proportionately increased. However, during a period of reduced outlay for schools, the reduction in purchases of textbooks is disproportionately large. It is interesting to observe that in 1913 textbooks cost 2.7¢ of the school dollar. The ratio has now dwindled to 1.3%. This is due to the fact that expenditures for textbooks over these years have remained fairly constant, while current expenditures for education have increased.

It is a shortsighted policy to spend relatively large sums of money on a school program and then fail to spend an adequate amount to implement that program through proper supplies. Carlyle has said, "All that mankind has done, thought, gained, or been is lying as in magic preservation in the pages of books." If children are permitted to come out of their school life without a love of books and discrimination in their reading tastes, they are poorly prepared for participation in a democratic society.

A reduction in the budget for the purchase of adequate books will not materially reduce the cost of education in a given city. An increase in the budget to supply an adequate number of books will not materially increase the cost of education in a given city. However, an adequate supply of books would not only enrich the lives of the boys and girls so supplied but would, in the long run, reduce educational expenditures by reducing retardations in the schools.

▼

Education will be called upon to meet many challenges in the

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future. Great changes brought about through scientific research, great changes in industry, improvement in health through the advance of medical knowledge, a shrinking of the world through better transportation and communication, the establishment of a world society of nations which will permit an era of peace, the further democratization of life in the United States all will change society. The school, the supplementary agent of society, will change obviously. Likewise textbooks, whose function it is to implement the purposes of education, will change materially.

This brings two implications. The first is that textbooks in schools will be required in greater quantity because they will be built to meet new educational situations. The year 1946 will be a significant year in the copyright dates of textbooks. The second implication is that textbook makers will face new challenges to provide books for the school of the future.

Are textbook makers able to produce the textbooks demanded by the educational program of the future? In the opinion of this writer, the answer is yes. The educational publishers have faced changes before. The recent war made new demands upon the schools and the textbook makers. Publishers met these demands by doing well, and in a remarkably short time, books for the pre-induction courses. They produced millions of books for the U. S. Armed Forces Institute. They provided books for specific officer and technical training. They furnished the schools with books which implemented to students the war aims. They produced books which assisted in the actual training for war production. They are proud of the splendid contribution that schools made to the war effort. They are proud of their help to the schools in making this contribution.

They believe they can make the necessary adjustments to meet the needs of education in the post-war period. The current slogan for schools is, "Schools for ALL the People." This implies expansion in adult education, kindergarten education, nursery school education, and vocational education. Publishers are making plans now to bring out additional books in these several areas. A publisher recently described forthcoming books for adult education. They will be written not as high school textbooks or college textbooks are now written, but will be built specifically for the needs of adult education classes. Other publishers are strengthening their editorial departments in the field of vocational education in an endeavor to add to the already strong list of books in that field.

What the textbooks of the future contain will be influenced obviously by the philosophy of school authorities. It is possible

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that the veterans, who soon will have a dominant voice in the affairs of this country, may call for a re-emphasis upon the fundamental tools of learning. The material in certain types of textbooks, therefore, may be more rigorous in the future and emphasize the mastery of fundamentals.

Textbook publishers are alive to the implications of the wider and more effective use of visual and audio aids to teaching and are considering the educational possibilities of the coordination of these media and textbooks. The utilization of textbooks in any radio education program is obvious since study guides, directives, tests, and summations must be included in the plan of teaching by radio. Again, if a city embarks on a program of adult education by the utilization of F-M bands, what is more logical than to use specific textbooks as the bases of such courses?

Schools will necessarily be required to teach more about more nations than they formerly taught. Soviet Russia, Asiatic peoples, as well as our northern and southern neighbors must be treated more adequately. Textbook makers, conscious of the need to develop an appreciation of other peoples, have been in the vanguard of progress in this area.

The history of education in the United States reveals the important contribution of textbook publishers to educational progress. They are anxious to continue to experiment, to bring out new materials that will implement a program of education. But in this experimentation, they need the support of educators. Occasionally in the past textbook publishers who have attempted to treat controversial issues have found their books denied adoptions in schools. They are dedicated to the service of education, but they are engaged in a highly competitive business, one which involves great risk. They would like to be assured that, as they carry on an experimental program, they do not carry the whole burden alone.

They submit that if the textbook industry is to make its maximum contribution to education in the days that lie ahead, the schools in most cases must be supplied more adequately with proper books, as well as with other tools of teaching and learning. Particularly is it important that classroom teachers keep their sense of values in the days that are ahead of us when there will be many demands made upon the school dollar. Buildings will have to be erected and equipped, teachers' salaries adjusted, new materials of instruction provided, increased educational services offered. The child's other teacher is the book which costs so little and means so much. It would be shortsighted for classroom teachers to fail to insist that books are provided in adequate amounts.

The textbook publishers of the nation view the future with optimism and pledge their best efforts in helping school authorities provide the type of education demanded in these critical and interesting times.

WHY I RETURNED TO TEACHING

DORIS P. MERRILL
Russell Sage College
Troy, New York

"NOW sit down and watch the waves and 'invite your soul,'" said an island friend. How large a part did the long vacation which allowed me to do just this have in my recent decision to return to teaching!

Far from my native New England, I tried to explain to myself why after twenty-six months in the speeded-up life of an emergency war program, I had chosen to return to the less dramatic academic life. U. S. O. was by no means near an end. But here was an offer to come to a college campus in the fall. I listed and weighed pros and cons of town and gown. Then I went from Texas to New Mexico and awoke the first morning to look up at the lovely Sandia Mountains with a feeling, perhaps a woman's intuition, that had suddenly snapped my mind in favor of a return to what is often falsely thought of as "the contemplative life."

Now 'inviting one's soul' is a state of mind wherein one is able *to look out beyond* the immediate, with its ever-present uncertainties, disillusions and fears. An island, I believe, is the best of places to entertain one's soul. Not a complacency—but a stronger faith in values ultimate and indestructible comes from unobstructed horizons and the rhythm of waves. This takes time.

What, besides time and the proper place to entertain my soul, impelled me voluntarily to make financial sacrifice to reenter the never too-highly regarded field of teaching?

My reasons, I find, are both selfish and social. Hours in a library or at my desk are balm after casual daily contacts with uprooted, bewildered hundreds. In teaching, one's sphere of influence is less broad but deeper. The case worker, making only a short-time contact, may have the satisfaction of meeting a present need, and may see the end result. Not so with those of us who devote our years to teaching. We may never know how well our work is done. Oftentimes a chance influence,

something on the periphery of our teaching, may make the lasting impression. Letters from former students, written from many parts of the world have inspirited teachers: "After this mess is over, we're going to need help. We need your kind to look to for support and a true perspective on life."—"Take care of yourself. You mean so much to so many of us."

Yes, the knowledge that we may "open doors" for youth, may help them consider the relative values in life and act on their considered judgment, is reason good enough for being a teacher. Herein lie both egotism and altruism.

I'd like to help youth get ready to face the future with intelligence. I am proud of any part I had in the twenty-five years preceding World War II in teaching youth to hate war. Not all the instruction in hate pumped into a short period of training could blot out their basic notion that war is essentially evil, horrible and stupid.

These thoughts were written the day the radio brought news of Japan's offer of surrender and I thought — when the boys come home, they will come less gullible and more objective than their fathers were in 1918. But into what conflict, physical and mental, they have been thrown—and what problems they must yet meet.

Many problems in post war education lie ahead to concern every American. Home, school, church and state have the task of helping youth steady themselves in the midst of confusion, to work with them on problems theoretical and practical, to test with them tenets of tolerance and economic and social justice. It is a privilege heavy with responsibility.

My decision to return to teaching was made easier because the work before me will still demand, in addition to work with youth, much contact with a community. Schools and colleges are learning that as they know and work with their town or city, they are increasingly effective. An adult education program should keep a college from becoming ingrown and a town from solidifying in its own satisfaction. It may well be a laboratory in which youth may see education as a continuum, not a thing to be acquired with the presentation of a sheep skin.

Ever to be alert for new truth—to find in science, history, biography, language, and the arts, a synthesis that will give meaning and direction to life—here is an invitation to the soul, mind and body of "youth" of all years.

It is our bounden duty to heed what is required of us in the urgent present that we may know a tomorrow better than our yesterdays.

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"CHILD STUDY" IN ELEMENTARY SCHOOLS

MYRTLE M. GILLETT

OFFICIAL "Child Study" was never, in any district, intended to make teachers feel that their "Child Study" leaders have the last and only answer to the teaching problem. Nor was it ever expected that teachers were to learn merely to repeat the phrases that were taught and re-enact the pattern which had been worked out in "meeting." Moreover, no one has ever expected teachers to "study children" simply in order to acquire a feeling of complacency because they now "know all about children." Child study is not supposed to be investigating the children's homes, their economic status, their parents' morals, and family misfortunes, since most teachers already know these things about their pupils. Child study at its best is rather a warning to all of us to keep awake.

Of course, we all believe that anything which hinders teaching and learning is the legitimate business of teachers and a part of "Child Study." We all know there are certain facts about each and every child that a teacher must know, and may need to be told. But, to ascertain these facts, the wise student-of-children of any official rank, remembers that there is no "Child" to study,—no typical child, but hundreds upon hundreds of *children,* all different; that no action, event or motive, no matter how much it seems to be the same, is ever the same for two persons. Knowing this prevents the drawing of conclusions based on insufficient evidence.

As corollary to this, no adequate judgment is possible about anyone —even a child—simply on the basis of the observer's likes and dislikes, for conventional customs and usages, and even ideals vary widely.

Teachers realize that they can never know too much. Organized "Child Study" is one way to learn, but teachers need to be willing to use their own eyes and ears and brains, and not copy the theories and practices of others without weighing their value.

We all know that any person—teacher or pupil—is the product of his endowment (and the use he can make of it), plus his environment (and the use he is allowed, or forced, to make of this environment). No teacher needs to be told this; every one observes the results.

The endowment, inherited from a thousand ancestors, we, as teachers, can probably discover only through our pupils' behavior under the conditions of daily existence, and more scientifically but possibly not completely, in response to all sorts of controlled tests, biological, chemical, mental and physical. No wide-awake teacher needs to know the exact form of such tests, but every teacher would gladly learn what sorts of behavior need investigation. Good "Child Study" aims to point out those acts of children which do need to be studied.

Since the mental child is inseparable from his body, teachers would also be grateful for a program which pointed out the physical characteristics which make the child what he is. More and more we are learning that the body make-up, as well as ordinary health conditions, has its part in moulding the behavior of human beings, although some old-line ex-teachers who lead study groups are unwilling to admit this. "Child Study" can well include the learning of exact medical facts, from physicians, as they have bearing upon a child's learning and doing.

"Child Study" needs to bring out that all learning starts from the senses; that, for example, we need to watch our pupils' behavior in order to determine whether or not they hear and see well. Inattention is not always failure to give heed, nor yet a sign of lack of willingness; it may be, rather, a problem for an interested doctor. We need to remember that children's wriggles have physical causes; that laziness is not necessarily a *moral* defect, but perhaps a physical fault that may easily be remedied.

Environment is what the world, including us as teachers, provides. What we know and impart to our pupils, our ideals, our personality our character—they make up environment. The home we, as teachers, cannot change very much; that task belongs to us only as citizens in the community, and to the social worker and to the children themselves, whom we as human beings can perhaps inspire to better ways. "Child Study" leaders would help most by showing us this.

The real teacher, the gifted and inspired teacher, like the great artist, consciously uses few rules or theories, but works by unerring "instinct" or native understanding which cannot be put into words. Such a teacher teaches first, and after the results appear, the outsider, like the crcitic, tries to explain the why. Such teachers need no child study and no help. We, the lesser ones, can only stand by, be grateful for them, and pray

that the rest of us can do, in some small measure, as well.

For those of us who have only a love of teaching without the heaven-sent talent to do it effortlessly and intuitively, it does help to be guided into a willingness to accept our children as we find them, to help them each according to his abilities. For most of us, teacher and leader alike, "Child Study" should be the unveiling, by the experts, of the *talents* of the childrtn we are to teach. We, as teachers, already know their failings. "Child Study" should open our eyes, so that we may see the good and use it.

Why should "Child Study" be mechanized, or formalized, into a few hours at stated intervals? It is a continuous watch, and continual learning. It comes from ourselves when we think and act upon our own judgments because we have seen the children, each as he is, with our own eyes and our own hearts. No one can ever do that for us. If we need continually to lean upon others, we are not worthy to be teachers.

Child study begins when we study ourselves, to know that we are awake, fully alive, before we try to study others. When we are healthy, strong, observing, open-minded, and fearless, then every moment of the school day is child study.

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FRENCH NO SUBSTITUTE FOR SPANISH

LUCILLE MERCER
Baldwin-Wallace College
Berea, Ohio

I was extremely interested in the article by Louis Foley which appeared in the May issue of THE JOURNAL OF EDUCATION under the title "Language Picture Out of Focus!" Mr. Foley maintains that Spanish is receiving undue emphasis at the expense of French. He fails to state that Spanish for years had never received a legitimate place in the curriculum of most schools—one which a careful study of its culture would justify even though there were not the incenitve of the Spanish-American countries.

I would beg to take issue with Mr. Foley on several points. He claims that French has been displaced by Spanish in some schools. I agree that if a school can offer more than one language, that is so much the better. But the claim that students are forced to take Spanish in place of French is amusing to many in the Cleveland area where the reverse has been true as it has in some other parts of the nation. I have been teaching college students for fifteen years and have had scores of students who have told me that either they were not permitted to take Spanish, or they were discouraged.

To one who has travelled extensively in Latin America the contention that French is sufficient for such travel is ridiculous. In the past, French was the first foreign language south of the border, but today English has replaced it as the first foreign language in many of the Spanish speaking countries. This new trend in foreign languages is reflected on both sides of the Rio Grande. Would Mr. Foley object to English having precedence over French south of the border? We are living in a changing world and it is clear that Ibero-America will have a more important place in the future than in the past, and consequently in the future the Spanish and Portuguese languages and cultures will assume greater importance.

The statement that Diego Rivera spoke in French when in the United States is an indication that Spanish was not sufficiently understood for him to make his native tongue a logical choice.

I have travelled extensively in Latin America on various occasions—once on a travel and study fellowship. I know that France has been greatly admired there, and in my opinion French will remain as the second foreign language; but I maintain that our world is changing, and because certain things have been true in the past does not necessarily mean that they will continue to be so in the future.

The statement was made that French is studied in Russia beginning in the early grades. Today English is also required in the elementary grades in Russia and in the Scandinavian countries. How much our changing world will affect the status of French here and elsewhere remains to be seen, but it is evident that English is coming to be regarded as greater in importance in many parts of the world.

French still has, and should have, an important place in our schools. I, too, object to students being forced to take a certain language, but in my fifteen years of teaching in college, I have found, and still do find, that the pressure and propaganda referred to by Mr. Foley have been exerted more in favor of French than of Spanish. If we had been more aware of the Spanish-speaking world, we would not have had to rush so madly with propaganda to implement the good neighbor policy. The criticism of Mr. Wallace's Spanish may have been just from the standpoint of correctness. I do not know. I do know from Spanish - American friends that it helped to create a more sympathetic bond between the United States and those countries. The criticism should have been that we need to do a more thorough job of speaking Spanish correctly—not that we substitute French, the language of another nation, as the medium of exchange between our peoples.

One big criticism of our diplomats has been that they did not use the language of the country or know its background before assuming a position. This has been especially true of Latin America in the past and in part responsible for misunderstandings. I, too, am fully aware of France's cultural contribution to the world, but this does not mean that I would think that I could better understand Spanish America by using French instead of the native language of those countries. After all, Spanish background, traditions, and culture are at the root of these lands and precede, not follow, their respect and admiration for France.

The question of the difficulty of Spanish hardly seems to be answered by quoting statistics of the failures of one city. Furthermore, differences in standards of teachers may well have had something to do with the percentage of failures which Mr. Foley claims were

greater in Spanish than in other languages. The lack of adequately prepared teachers of Spanish may well have been another factor.

If we continue this quibbling among language teachers and refuse to face the facts of a changing world, we shall again become isolationists and instead of using our powers and energies for furthering peace and understanding, shall be responsible for the downfall of foreign language study in our land. What we need is more time for languages, better teachers and methods, and less jealousy among language teachers.

In closing I should like to say that I taught French for ten years along with Spanish, that I have traveled and studied in France as well as Spain and Spanish-America and have a deep appreciation for both languages and cultures.

A PLAN FOR PAN-AMERICAN ACTIVITIES

HOWARD M. SOULE
Principal, Lowell School
Phoenix, Arizona

WITHIN recent years, we have heard much of the "good neighbor" policy. It is through the understanding of people that we begin to appreciate them and begin to become better "good neighbors."

A principal taking over a new school begins to make plans for that school. It is my privilege to have become principal of Lowell School this year and to make plans for some of its activities, including those involving hemispheric understanding.

Lowell is an elementary school, including kindergarten through the eighth grade, with an enrollment of approximately 1025 pupils. About eighty-five per cent of this number is Spanish speaking. It seems important that special emphasis be given to Latin American activities some time during the year.

The suggestions given in this article are preliminary plans to be presented to the teachers of Lowell School for their consideration in developing a more detailed Pan-American program. It seems to the writer that the work done on a school-wide undertaking planned with and for the students and faculty has great value—especially if it becomes an annual affair to which each looks forward. It is the hope of the principal that the general idea started last year may become such a program.

Three main goals will be kept in mind as the plans for this Pan American emphasis are considered. The first goal is to promote understanding of Pan American countries through the study of the people, their ways of life, and the history of their nations. To give the pupils a feeling of accomplishment through a common undertaking becomes a second aim. A third is to promote better school-community relationships.

The period of emphasis on Pan American activities should be from four to six weeks. This will allow ample time to begin and complete worthwhile projects.

The primary grades may, through the use of games and toys from other countries, learn of their habits of play. By calling attention to foods that are from South American countries such as bananas, sugar, vanilla, cocoa, etc., children may be made to realize their dependence on their Pan American neighbors. Supplementary books on the primary level furnish reading material of interest about Latin American countries. Many interesting stories are

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tries. Many interesting stories are available for primary reading. These stories, when skillfully used by the teacher, will help stimulate the drawing of Pan American pictures.

The middle and upper grades may each choose a special Pan American country to emphasize in their study. Allowing the choice of a special country does away with the possibility of too much repetition if this plan is followed year after year. It also provides more thorough study of the country selected. The seventh grade course of study gives an overall picture of Latin America so that no country is omitted during the child's stay in the elementary school.

Each class may follow its own procedure in the study of the country selected but the following outline may prove helpful:

I. Know the people of a country. a. Races and distribution. b. Ways of life. c. Culture—literature, science, art and handicraft.

II. History of a nation. The biography of a nation is similar to the life of an individual. Important events in a nation's life are emphasized the same as the important events in the biography of a person. Persons who have influenced the nation are important in its history.

III. Land or physical environment. a. Topography. b. Rivers and water bodies. c. Climatic conditions. d. Natural Resources.

IV. Ways people make a living. a. Their work activities. b. Methods of work and tools. c. Future possibilities for new industries.

V. The place of the nation in the family of nations.

A few suggestions in the various subject matter fields may prove helpful. The geography of each country would include the drawing of maps, the study of the topography of the country, the economic conditions, its trade relations, and a study of its products. Latin American history could well include the biographies of individuals who have helped build each nation. The history common to both North and South America could be studied.

The writing of letters to various countries for information about them or the exchange of letters with individuals in Pan American countries gives purpose to work in English. Reading of all materials used in connection with Latin America as well as reading Latin American stories for pure pleasure offers plenty of opportunities in the field of reading. Spelling could well be correlated with English through letter writing. Arithmetic can be stimulated through the use of graphs and charts in connection with the study of exports and imports as well as through the comparison of land areas.

The study of scientific explorations and discoveries in Central and South America offers a fertile field in the realm of science. The domestic science department could study recipes and foods of Pan American countries and help with the planning and serving of a Mexican dinner as well as with costuming for a fiesta at the close of the period of Pan American study.

The industrial arts department could spend some time making Mexican novelties and doing leathercraft using Latin American design, as well as help with staging the fiesta or making some of the properties.

Auditorium classes could prepare radio skits advertising the fiesta or emphasizing Pan American ideas. In addition the emphasis on the fiesta program proper will come from this department. Art displays and projects centering around Latin American ideas could include crafts, paintings, etc.

The library will be busy securing and arranging materials for all departments to use. The librarian will use her ingenuity in displaying books and materials and creating an interest in them as well as working with individual teachers to help them secure suitable materials.

All types of visual materials should be used in every department and classroom. Many of these can be made by the pupils. Others may be pictures, arts, and crafts collected by them. Film strips, opaque materials, charts, maps, globes, moving pictures and other materials will fit well into the visual program.

The culmination of the period of Latin American emphasis will be a Mexican dinner and fiesta presented as near Pan American day as possible. At the same time the exhibit of work done in the classrooms will be on display. The last week of the four or six weeks period will be one in which the wearing of fiesta costumes will be encouraged and special efforts will point toward the exhibit, dinner, and fiesta. The entire school will take on a festive spirit through the materials exhibited and the wearing of costumes. The fiesta day proper will feature a typical fiesta program including Mexican music and dances and the dinner.

Surely the goals set forth at the beginning of this article should be attained in the carrying out of the suggested plans. An understanding of Pan American countries should be realized in the classroom work throughout the school. The common undertaking of the exhibit, dinner, and fiesta and the completion of this undertaking should bring a feeling of school accomplishment. And the promotion of better school-community relationships should be realized through the exhibit which will be open to the community and through drawing parents in to help with the Mexican dinner.

A college senior was given her first practice teaching assignment in a "progressive" first grade. She didn't have to go it blind because the class had been given a talk about teachers. No sooner had she settled herself at her desk than a future Aristotle began scowling at her. Then he spoke like an atom bomb: 'Comeon, teacher, come on. Stimulate me!"

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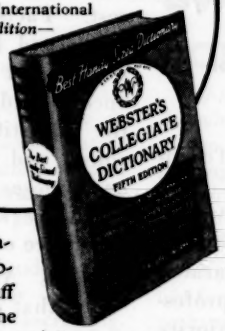

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I May Be Right— I May Be Wrong

WILLIAM C. McGINNIS
Superintendent of Schools, Perth Amboy, New Jersey

Textbook Wording A Difficult Problem

A problem troubling school administrators, supervisors, and teachers at the present time is that of whether the reading material in school textbooks is too difficult for the grades in which it is used. The conclusion reached as the result of investigations at Columbia University is that reading material in general is too difficult for understanding by those who read it. This investigation showed that the ineffectiveness of Department of Agriculture bulletins and pamphlets sent to farmers over a period of several years has been due to the fact that the language used was too difficult; was "over the heads" of the readers.

On October 25, 1945, I heard a great sermon eloquently delivered by one of this country's most eminent clergymen. The sermon was inspiring; the words and sentences were beautiful and marked with simplicity. In the whole sermon I think there was only one word that would not be understood by most eighth grade children. I was reminded of the writings of Abraham Lincoln.

I have before me a copy of a program of a 1945 educational meeting. A part of it reads as follows:

"Discussion Theme—The public school program should be so conceived and operated that it is continuous and whole. It must be free from segmentation, compartmentation, gross discontinuities, incoordinations, and inarticulations."

This is an example of up-grading. It is difficult to understand why the discussion theme was not written in simpler, clearer English, unless the purpose in so wording it was to stimulate audience interest through the absurdity of the statement of the discussion theme.

Up-grading of reading material is undoubtedly a fault of many textbooks. It is a fault of some texts in the subject of reading even when the texts are basic reading texts and the purpose is learning to read. There is up-grading, too, in texts in which the purpose is reading to learn.

But up-grading is not the only grading fault in textbooks. In

XUM

his "Aims of Education" Mr. Whitehead* says, "If it were easy the book ought to be burned, for it cannot be educational."

The Harvard Report,† page 109, says:

"*Under-grading.* With a view to 'establishing the reading habit' great numbers of lower-level texts are now written in words and constructions which exact no reading effort from the learner beyond his endurance of verbal boredom, and offer him in content nothing whatever to strengthen his mental bite. Is it any wonder that he is at a loss later when he meets sentences which are trying to say something worth saying?

"*Sub-English.* Great numbers of texts in literature, history, social studies, and science, pored over through interminable classroom hours, are written in forms of English which would be intolerable out of a schoolbook. One gets tired of the refrain that the schools are trying to 'teach the clear and simple expression of ideas' when the prose so often used is a string of dead phrases without spring or balance, point or punch, fetid with the author's fatigue and the fog of terminology prematurely introduced. 'Art affects us in our unawares,' said Bergson. So does lack of art. These pages are not explicitly put before students as models of composition. Their excuse is the subject matter. But they have their effects nonetheless. It is a sound principle that all sentences to be closely studied in the schoolroom should be as well made for their purpose as the best writers can contrive. There will be enough bad models to contend with outside.

"*Premature formulation.* In another respect these texts often fail. They sum up too soon. It is right to let a student know roughly where he is going, but wrong to save him the journey. Too many courses tell him throughout what he is seeing, so that he memorizes the account of a trip which he never took. His head was buried in the guidebook."

I haven't done anything toward the solution of the problem mentioned in the first paragraph of this article; I have shown that the problem is a real one.

*Whitehead, Alfred North, *Aims of Education*, The Macmillan Co.

†*General Education in a Free Society*, Harvard University Press, Cambridge. Mass. 1945.

It Seems to Me

BYRON C. KIRBY
Principal, Oliver School
South Bend, Indiana

It's a Grand Old Job

Education is many sided. Teaching is exacting, painstaking. But for that matter all worthwhile work is. So let's not be discouraged but exhilarated—exhilarated in the knowledge that our profession is basic—that the majority of adults in civilized countries have come under the influence of our profession—that many more adults-to-be will come under it.

It is ours to teach the child in such a way that he will get the maximum joy out of life—and through the child it is ours to shape the destiny of America. What America is today it largely owes to education—and we can be proud—a thousand times proud—of our job.

At no time is it safe to rest on our laurels as educators—new ideas are being agitated—some are good—some are no good—extremists within our group lose perspective from time to time—and we in the turmoil may momentarily forget some important phases of teaching. Everyone of us needs to sit down by himself every day and do some independent, sound, thinking—to analyze and evaluate independently—to determine what is good and what is not.

To me the following values in education stand out—we may have missed some of them in the past and we will miss some in the future but regardless of that they are fundamental values. We need to teach facts—facts in history, geography, physiology, grammar, science, mathematics and all the rest. Facts enable us to understand and foretell; they help us to proceed properly; they influence attitude. Whether one favors the constitution, the supreme court, and the American system or opposes them is determined much by knowledge of facts or ignorance of them.

Stress Americanism. It's one "ism" that counts.

Our boys fought for it on the battlefields; we must fight for it in the class room—or we will awaken some day and find we don't have it any more. Be fair;—speak of our imperfections and. in the same breath, of our constitution which provides for constant growth and unfoldment. Stress that we should continue blazing our American trail rather than settle back into hopelessness.

Other angles to education are training the children to use facts in constructive thought; teaching them to maintain their health; helping them to develop their intellect, will and emotions; developing the ability to think and work together; creating the spirit of honesty and service.

Stress the ability to read—give daily training in oral and silent reading, teach vocabulary and phonics daily. If one can read easily he will read much—otherwise he won't. Nobody enjoys a painful pastime.

As teachers we have the foremost job in the world—Where America will be a hundred years from now depends much on our profession. We must, we will deliver.

The News Digest

OF EDUCATION IN ACTION

Junior Colleges Report Boom

CHICAGO.—Rebounding after the serious impacts of the war years, the junior colleges of this country are now facing the greatest upsurge in their history, a study of representative institutions disclosed. Junior colleges everywhere report increased enrollment, new courses and general expansion programs.

More than 250,000 students are registered in the junior colleges with the number steadily increasing. Seventy-six per cent of the two-year colleges in the United States report a student growth ranging from 5 to 500 per cent. A 20 per cent increase was reported from the co-educational colleges, while women's junior colleges show an increase of 5 per cent.

Federal Aid Bill Scotched in Committee

WASHINGTON.—The House Education Committee rejected, 10 to 9, a bill to allocate $150,000,000 to the States over a two-year period for improving educational facilities.

Representative Robert Ramspeck (D) of Georgia, one of the measure's sponsors, told a reporter:

"This kills our bill, as far as immediate action is concerned. Our only hope now is that the Senate may approve a similar measure."

Representative Ralph H. Gwinn (R) of New York declared in a statement that the House group's decision "is an outstanding victory in preventing Federal control of education."

Bay State Considers New Educational Setup

BOSTON.—A proposal to abolish the present Bay State Advisory Board of Education and substitute a nine-man board which would appoint the State Commissioner of Education was strongly supported at a State House public hearing before the legislative commission studying the subject.

The proposal was sponsored by the present State Advisory Board of Education which will be abolished if the proposal is adopted by the 1946 Legislature. The new Massachusetts Board of Education would be appointed by the Governor to formulate educational policies.

Walter F. Downey, Headmaster of Boston English High School and former State Commissioner of Education, favored establishment of the new board. He said that Massachusetts, from 1837 to 1919, when a board of education directed educational policies, was the leader in the nation.

Every State Has Plans For Veterans Education

WASHINGTON.—An effort to adjust the school systems of the United States to the needs of the returning veteran is being made to some degree by every state in the Union.

The work begins at the high-school level, for many of these men were 17 or 18 years old when they left civilian life for war service. Many others were perhaps older than that when they entered the armed forces, but experience in the war shown them the value of an education, and now they are back clamoring for what they had thought was worth much in their earlier years. Some of these men qualify for little more than the sophomore or junior year in high school.

The cities are feeling the heaviest impact of the return of adult students to what used to be grades geared to the child mind. New York City reports that 3,900 veterans have come back to its schools for vocational or academic subjects. Philadelphia has just accomplished a streamlining of one of its high schools for the special accommodation of veterans.

In this school, the Benjamin Franklin, a veteran can now complete any course in a minimum of 30 hours. Subject matter has been stripped of nonessentials. class size has been reduced to 10 students, and a rigid requirement is made of equivalent study time outside of class. The typical program is five one-hour classes a day. The instructional staff is specially picked, and full-time counseling service is provided.

Massachusetts has gone perhaps as far as any state in providing special educational opportunities for veterans. First it obligated itself by its own laws to rehabilitate the veteran to an agreed standard, whether he is disabled or his education merely interrupted. On that basis it has established what it calls a regional high school plan, whereby veterans employed during the day may still get a high school education. Instructors are provided at specified, convenient points, at any time of the day they are needed. It amounts to individual instruction, and the man can go as slow or as fast as his capacities permit. The plan is being copied by other states.

The Veterans' Administration and the state departments of education are reported as working well together, cooperating closely, and evolving plans that work for the good of the veteran in many directions. The schools seem eager for more referrals. They are on their toes with the best teachers available, and ready to hire more as the need arises.

Rural Colleges Planned in Britain

LONDON.—Under a new compulsory education law adopted by Great Britain, 1,500,000 young people between the ages of 15 and 18 are to benefit from a part-time country col-

Mahoney Charges Schools Missing Democratic Goals

BOSTON.—Speaking at the meeting of the Boston Branch of the American Association of University Women, Prof. John. J. Mahoney of Boston University answered "no" to the question "Are the Public Schools Educating for Democracy?"—the program subject.

"The public schools are not educating for democracy, if by the statement is meant an adequate program intended to develop those understandings and attitudes that will make for better living together in a democratic way," he said.

Professor Mahoney quoted from his new book, "For Us the Living," in which he makes an analysis of democracy's needs and discusses certain objectives that need to "be kept constantly in mind by teachers and school officers who aim to improve and to perpetuate democracy."

Among these goals which he calls "civic objectives" are: An adequate understanding of, and a wholehearted allegiance to, the democratic way of life; an appreciation of the rights, privileges, and protections which political democracy ensures; a keen interest in things political; the application of more intelligence in the conduct of political affairs; better political leadership; the need of developing economic understandings and certain wholesome attitudes; and a translation of the teachings of religion into civic behavior.

At the meeting, Professor Mahoney especially stressed the importance of being interested in things political. He pointed out, as he states in his book, that a "sizable number of citizens seldom vote" and that "a sizable number display mighty little interest in things political between campaigns." As a consequence, he feels, even if they do vote, the latter cannot cast an intelligent ballot.

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lege education. To be organized under a coeducational plan, the program will get under way soon, the Ministry of Education disclosed.

International Youth Groups Merge

PRAGUE, CZECHOSLOVAKIA.— The application of finishing touches to the draft charter of the new International Students Federation was the chief business of the World Students Congress which was recently in session here.

The new International Students Federation is to replace the organization which came into existence in 1919 to study international questions in relation to students' needs, and came to an end with the outbreak of World War II. A preparatory Committee has been busy for some time in London working out a draft charter for the new body.

The Prague Congress, while accepting most of the findings of the London Committee, has made a number of changes, the most significant of which is to integrate the International Students Federation with the more comprehensive World Federation of Democratic Youth, which was established at a conference in London immediately preceding the World Students Congress in Prague.

The students decided that as their outlook, problems and vital interests in no way differ from those of other young people, it is desirable to affiliate with the Youth Federation even though this means some reduction in the sovereign independence and powers of the International Students Federation.

Wants "Teachers' Guild" To Lift Profession

CLAREMONT, N. H.—Ralph A. Burns, Dartmouth college professor of education, says that teaching has fallen to the bottom of the social scale and that teachers must reform their profession from within or lose the greatest opportunity American teaching has known.

Addressing a meeting of the Connecticut Valley Men Teachers' Association, Prof. Burns said that teachers now face the alternatives of a bureaucratic civil service or a politically dangerous labor movement to protect themselves from low standards of salaries.

Their only other course, he added, was formation of a professional group similar to those of the medical and legal professions with power to determine its own standards and membership. Such a "teachers' guild"— Prof. Burn said, would have to become an autonomous group, capable of governing itself.

State departments of education, he said, are "moribound" and he asserted standards of the profession must be raised from within and the entry of new teachers into the field be controlled by members of the profession.

This, he said, was the only way teachers of the world could meet the challenge of making democracy work.

Colleges Regain Third Of Pre-War Numbers

College and university enrollments this fall showed an upward swing of over 200,000, an estimated increase over last year of about 25 per cent, according to John W. Studebaker, Commissioner, U. S. Office of Education, who announced recently the results of preliminary returns of a national sampling of 1,700 institutions of higher education throughout the United States.

Commenting on this announcement, Commissioner Studebaker said, "In the first few months after V-J Day, higher education gained back almost one-third the number of student enrollments lost during the war period."

Department of Supervision Plans St. Louis Meeting

WASHINGTON.—The Department of Supervision and Curriculum Development, N. E. A. will hold its annual spring meeting at the Statler Hotel in St. Louis, March 21-23, 1946. Group discussions, general sessions, working committee meetings, and informal get-togethers are planned. Meetings will center around problems of providing better schools for children and youth of our modern world. All educators interested in instructional improvement in today's schools are invited to attend.

Catherine Morgan Gets Detroit School Post

DETROIT, MICH.—Miss Catherine Morgan, newly appointed assistant superintendent of schools, is the second woman in more than 100 years to hold such a high position in the Detroit school system. Noted for her ability in handling teachers, Miss Morgan has been in educational work in this city since 1921.

Veterans Wives Attend Williams

WILLIAMSTOWN, MASS.—Although it is not a coeducational institution, Williams College will admit to its classes the wives of enrolled veterans. Upon completion of satisfactory work certificates will be granted and may be used to transfer credit to colleges normally enrolling women. Faculty wives have listened in on courses from time to time at Williams, but this is the first instance that any official recognition—in the form of a certificate—has been given.

Book Poster Available to Schools

NEW YORK.—In connection with the tenth annual Children's Spring Book Festival, the New York Herald Tribune will sponsor a Book and Art Show from May 18 to 26.

Schools and libraries interested in holding book programs of their own may obtain free copies of a poster by the well-known illustrator, Irene Lorentowicz. Requests should be addressed to the Tribune, 230 West 41st Street, Room 1105, New York 18.

Veterans and Families Jamming Universities

WASHINGTON.—The United States is headed for the greatest educational jam in history as thousands of returning veterans swamp colleges and univerisites with enrollment applications.

Already 125,000 veterans, financed under the G. I. Bill of Rights, are in college classes and 207,000 more have applied for entrance.

Dr. Francis J. Brown, staff associate of the American Council on Education, forecast in an interview that more than 600,000 will be in colleges and universities by next fall.

"This is creating a university crisis," said Dr. Brown. "Thirty per cent of veterans are married. Ten per cent have children."

Pupils in Berlin Study War Trials

BERLIN, — The Nuremberg war crimes trial was made the top-ranking subject in all Berlin schools, as teachers sought to impress the former "Hitler's children" with Germany's war guilt and Allied justice.

Discussion periods were held during the course of the trial for all children between the ages of 12 and 18, under a plan supervised by Karl Schulte, Deputy Mayor and Educational Commissioner.

Schools Should Discover Assets of Each Pupil

HARTFORD, CONN.,—The identification of talent among school pupils and valuation of the assets of the individual student are going to become a virtual necessity in the American school system, said Dr. Alonzo G. Grace recently.

Dr. Grace is Connecticut Commissioner of Education and a member of the Commission on Implications of the Armed Services Educational Programs of the American Council on Education.

This situation was only one of the influences Dr. Grace foresaw the armed forces educational programs having on American education in the immediate future. Good guidance counsel has been proved to be of top importance, he said.

"I am convinced," he affirmed, "that for a high school to have one guidance counselor to attempt to advise 1,500 pupils is practically throwing your money away."

He added that the day must come when we make every teacher capable of providing guidance to her pupils, "and this must not be restricted just to vocational guidance, either," he added. "We must keep a cumulative record of the individual with an organized statement of his liabilities and assets."

This implied, he said, an entirely different approach to the guidance process than we have ever had. "It means a guidance policy that will not pass a child along from grade to grade because he is a problem. You and I know that at present many a teacher passes a child along for no better reason than to get rid of him."

New School to Keep Juarez' Name

DALLAS, TEXAS.—One of the most interesting public schools in this city is named for a Mexican patriot—Benito Juarez. This elementary school only a few years ago was very small and located in a Mexican section of West Dallas. With the growth of Mexican population in the city the Board of Education determined on an enlargement of the exclusive school for students of the Latin races. Now one of the finest elementary schools in the Southwest is replacing the former frame building and it still will be known as the Benito Juarez Elementary School. About 400 Mexican children will attend the enlarged school.

Evening School And Forum Attract

WATERTOWN, MASS.,—Watertown is making up for war-lost time by offering both an evening school and a forum to its residents this season. And its efforts are rewarded with the largest evening school enrollment it has ever had.

Citizens are taking their pick of a dozen subjects, which they may learn free at the senior high school on Mondays and Thursdays from 7:30 to 9 P. M. They may also hear a monthly forum on subjects of current interest by authoritative speakers, both by courtesy of the School Committee.

Gehres Succeeds Stradling At John C. Winston Co.

PHILADELPHIA.—The John C. Winston Company has announced the retirement of James G. Stradling, Sr., Vice President of the Company and General Manager of its Educational Department.

Mr. Stradling joined the John C. Winston Company in 1918 and helped organize the Company's Textbook Department which in twenty-seven years has grown into one of the leaders in the industry. He pioneered in the organization of the American Textbook Publishers' Institute and has been a member of the Institute's Executive Committee ever since.

Mr. Stradling plans to winter in Florida and summer in Maine. The good wishes of his many friends in the educational world accompany him.

Charles F. Kindt, Jr., president of the company, has announced the appointment of Lloyd F. Gehres as General Manager of the Educational Department.

A graduate of Ohio State Univer-

sity, Mr. Gehres was high school principal, textbook salesman, and newspaper editor before entering World War I in which he served as G4S 2nd Army, AEF. Immediately upon his return from France, Mr. Gehres joined John C. Winston, founder of the Company, in a Kentucky State adoption campaign, after which he took over Winston interests in Ohio. In 1931 he became manager of the High School and College Department of the Winston Company, in which capacity he served until he was made head of the Textbook Department.

Parke H. Lutz, now on terminal leave from the U. S. Navy, becomes Director of educational sales under Mr. Gehres.

Character Program Cuts Delinquency

CHICAGO. — A 12-year-character-building program which pupils study along with the conventional grade and high school subjects was credited here with contributing to a wartime decline of juvenile delinquency in Birmingham, Alabama.

The American Public Welfare Association, which issued the report, said the juvenile delinquency decrease from 1940-44 contrasted with a national increase during the period.

The Birmingham program, started in 1923, stresses 12 character building factors and provides for one year's concentrated application of each. An almost steady decline of juvenile delinquency has followed.

The program met with enthusiastic reception in the city. Ministers preached sermons about it; newspapers editorialized; parent-teacher groups lent support.

Parents, who also participated in the program, filled in some 26,000 "home" report cards for the teacher based on work the pupils did around the house.

Dear Teacher (Harvard): Hubby Absent Because . . .

CAMBRIDGE, MASS.—Occasionally a teacher finds it difficult to forget his traditional conception of the undergraduate when dealing with the veteran-student.

At Harvard University, former 8th Air Force flier Wentworth Ernst, finding the commuting hard on a wintry New England day, missed an appointment at the University. Asked for a reason for his absence, he produced a note—from his wife.

Grins Between Grinds

RARE CASES

The superintendent was paying a hurried visit to an overcrowded school "Any abnormal children in your class?" he asked one harried teacher.

"Yes," she said. "Two of them have good manners."

CUT THE RED TAPE

The GI's wife had not been satisfactory and he asked at the Red Cross for advice. The secretary listened to his story and began telling him just what the legal procedure would be in getting a divorce.

But he broke in:—"I don't want none of them things, Lady. All I want is how to get to a separation center."

FAIR COPY

Little Timothy had bought Grandma a Bible for Christmas and wanted to write a suitable inscription on the fly-leaf. He racked his brain until suddenly he remembered that his father had a book with an autograph of which he was very proud. So Tim decided to copy it. You can imagine Grandma's surprise on Christmas morning when she opened her gift and found neatly inscribed the following phrase: "To Grandma, with the compliments of the author."

BLESSED EVENT

"Am I happy? A bundle of joy arrived at our house yesterday."

"Congratulation. Boy or girl?"

"Neither. Last month's laundry."

A BOUT!

A newspaper was shorthanded one night and a sports writer was asked to substitute for the regular music critic. His review the next morning was terse. "A string quartet played Brahms here last night. Brahms lost."

HOT ONES

Boy (massaging his cold ears) "Whew! If it's this cold tomorrow, I'm going to wear my muffins."

SHE KNEW

An irate traffic officer began blowing up a woman driver.

"Don't you know what it means when I hold up my hand in front of you?" he demanded.

"I ought to," answered the woman sweetly. "I have been a teacher nearly all my life."

A TRUMANISM

President Truman said recently in the White House that he didn't like the job of being president.

"Why not?" he was asked. He seemed to mean it and listeners were astonished.

"Because," said Truman, "there's no future in it."

FLOWER OF GALLANTRY

Professor: "Er—my dear, what's the meaning of this vase of flowers on the table today?"

Wife: "Meaning? Why, today is your wedding anniversary."

Professor: "Indeed! Well, do let me know when yours is so I may do the same for you."

TOO MUCH BY HALF

Edward, age six, had retired into the kitchen and was pouring out his tale of woe to his friend the cook. His baby sister had torn down what he built and hidden some of the pieces. She was always doing something to spoil his fun.

The cook thought a minute, then said sagely: "I guess you'll just have to grin and bear it."

The lad's lip quivered.

"Do I *have* to grin?" he asked.

HE ASKED FOR IT

A certain well-known general, returned from the war, was accosted by a beggar.

"Don't refuse an old soldier," the man begged.

"Old soldier, eh!" barked the general. "Then I'll give you a test. 'Tenshun. Eyes right. Eyes front.—Now, what comes next?"

"Present alms," was the instant rejoinder.

He got the handout.

LAUNDRY NOT TO BLAME

"I failed in my history test," Frank moaned to his roommate.

"But I thought you had all the answers written on your cuff."

"Yeah, I did," was the sorrowful reply, "but I accidentally put on my geography shirt."

QUITE THE STYLE

Physician: "So you don't want to die, eh?"

Patient: "I should say not!"

Physician: "Well, there's a lot of it being done."

DIRECTORY OF SCHOOL EQUIPMENT AND SERVICES

The Journal of Education is pleased to recommend to its readers the following firms, each specializing in dependable merchandise and services for schools.

Book Publishers

Allyn and Bacon, Boston, New York, Chicago, Atlanta, San Francisco, Dallas

Ginn and Company
Boston

D. C. Heath and Company
Boston

Henry Holt and Company
New York

Houghton Mifflin Co.
Boston

The Macmillan Co.
New York

McGraw Hill Book Co.
New York

G. & C. Merriam Co.
Springfield, Mass.

Newson and Co.
New York

Prentice-Hall, Inc.
New York

Row, Peterson and Company
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Benj. H. Sanborn & Co.
Chicago

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Scott, Foresman and Company
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Webster Publishing Company
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Keystone View Co.
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Music

C. C. BIRCHARD & CO., Boston
Publishers of Song Books; Choral and Orchestral Music; Operettas

School Supplies

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